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ABSTRACT

Covering the 1955-56 school year, this report presents selected data based upon an analysis of reports from 101 highly rural counties in 24 states. The 24 states were located within 6 geographic regions: the Lower South, Plains, Upper South, Great Lakes, Southwest, and Rocky Mountain regions. Nine states located within these regions and those states located in the New England, Mideast, and Far West geographic regions were omitted because none of their counties qualified as "most rural". The study was limited to a maximum of five counties from any one state. Data were obtained via questionnaires supplied by the county superintendents and supplemented through data from the files of the State departments of education. Information was collected on all types of school personnel--administrators, instructional staff, auxiliary personnel, operational employees; enrollees--attendance and grade levels; revenues by sources; expenditures by purposes; capital outlays; debt services; and balances. Findings included: the average number was 10.9 local districts per county; the average enrollment was 2,326 pupils per county; the county with the smallest schools averaged 9.5 pupils per school, and the one with the largest was 612 pupils per school; the average enrollment per school was 85.1 pupils; 24.7 pupils per staff member was the average for the 101 counties; and one county received 6.4% of all school revenues from State and Federal sources while another received 95.5% from these sources. (NQ)

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THE RURAL SCHOOL SURVEY

STATISTICS OF Public School Systems IN 101 OF THE Most Rural Counties 1955-56

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STATISTICS OF Public School Systems IN 101 OF THE Most Rural Counties 1955-56

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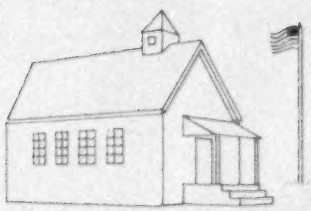

U. S. DEPARTMENT OF
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Foreword

IN DISCUSSIONS of the problems of education in the United States, consideration is frequently given to the pressing problems of rural education. If our large cities and urbanized counties have difficulty in providing for their citizens the kind of educational program and environment most desired, how much more difficult must it be for the rural areas with their problems of long distances, sparse population, and low financial resources?

In carrying out its responsibility to provide current information on educational conditions in the United States, the Office of Education has in the past provided limited statistics on rural education. These statistics were first published for the school year 1929–30, and biennial studies were issued from that time through 1941–42. The most recent publication of the Office of Education presenting statistics of rural education was for the school year 1947–48.

The present publication of statistics for 101 highly rural counties represents an important milestone in the statistical program of the Office of Education. The outstanding characteristic of this publication is that it presents, for the first time, data for *individual* rural school systems on the basis of a direct collection of data. In the previous publications of statistics of rural education, the data for the rural areas were derived by subtracting city school system data, as reported to the Office by individual cities, from statewide data, as reported by State departments of education. In other words, the assumption was made that statewide data minus city data would give rural data.

The Office of Education was fully aware of the limitations of these derivative statistics. A note entitled "Limitations of the Data" in a previous publication of rural statistics by the Office read in part:

> ". . . the data for rural areas presented in this circular should be regarded as approximate . . . Adjustment was made when possible for known incomparability of data reported by the two sources . . . In spite of careful examination in the analysis of the data, it seems quite likely that some incomparability persists. A more direct method of data collection . . . would not only make it possible to present more precise rural-urban comparisons, but also to publish them more promptly."[1]

On the other hand, the Office of Education was equally aware of the difficulties to be surmounted in any attempt at a direct collection of statistics from rural school systems. There were the problems of defining a rural school system and establishing a statistical universe, of developing a mailing list, of designing a form which would obtain data comparable to those collected from other types of local school systems, and above all of collecting data which in many cases were either widely dispersed or very nearly nonexistent. The success achieved in surmounting these and many other difficulties is attributable to the efforts of Dr. Gaumnitz and his staff and the excellent cooperation received from State, county, and local school administrators.

During the year 1957, data were collected from approximately 1,200 rural counties of the United States, covering the school year 1955–56. In many cases, data for that school year were not available until late in 1957. The present report presents selected data based upon an analysis of reports from 101 highly rural counties in 24 States. A more complete report based upon returns from all the approximately 1,200 counties will be issued as a new section of the *Biennial Survey of Education in the United States.*

HERBERT S. CONRAD,
Director, Research and Statistical Services Branch

ROY M. HALL,
Assistant Commissioner for Research

[1] *Education in Rural and City School Systems, Circular 329*, p. 2. Washington: United States Government Printing Office. 1951.

III

Statistics of Public School Systems in 101 of the Most Rural Counties 1955-56

Some Outstanding Findings

1. THIS STUDY emphasizes the wide variety of practices characterizing rural education in the United States. It confirms the general view that rural schools present a kaleidoscopic parade of educational conditions and practices rather than a unitary, easily defined concept. The following facts, drawn from the educational statistics for 101 of the most rural counties in the United States, illustrate these wide variations:

One county contained a total of 89 local school districts; several others (county units) consisted of a single district. The average number was 10.9 local districts per county.

The smallest number of pupils attending the public schools of one county was 94; the largest, 7,671. The average enrollment of all 101 counties was 2,326 pupils per county.

The county with the smallest schools averaged 9.5 pupils per school; the one with the largest, 612. The average enrollment per school for the 101 most rural counties was 85.1.

One county averaged 7.5 pupils per staff member; another, 42.2. The average for the 101 counties was 24.7 pupils per staff member.

One county received only 6.4 percent of all school revenues from State and Federal sources; another received 95.5 percent from these sources. The average for the 101 counties was 64.2 percent.

One county paid its instructional staff an average salary of as little as $1,676; another, as much as $4,089. The average for the 101 counties was $2,933.

One county ran its public schools at an average cost of $110 per pupil in average daily attendance; another, at $825. The average for the 101 rural counties was $211.

One county spent an average of $9 per pupil in average daily attendance to transport its pupils to and from school; another, $104. The average for the 101 counties was $26 per pupil in average daily attendance.

2. This study underscores the fact that various geographic and economic influences peculiar to rural communities largely determine the problems and limitations of education in rural America. The task of providing essential educational services in a sparsely settled area of large or scattered farms is far different from that in a compact, densely inhabited community of small farms. A review of the geographic and economic factors reveals the following central tendencies and extremes for the year 1950:[1]

The most sparsely settled of the counties had only 0.4 inhabitants per square mile; the most densely settled, 51.2. The average for the 101 most rural counties was 12.3 persons per square mile.

In one of the 101 counties 92.8 percent of the population lived on farms; in another this percentage was 59. The average was 71.2

[1] Data for selected socio-economic indexes for each county and State included were drawn from publications of the Bureau of the Census.

In one of these most rural counties only 28.7 percent of the total land area was in farms; in another this percentage exceeded 100, owing to the fact that one farm extended into an adjacent county. For all 101 counties, 78.3 percent of the land area was in farms.

In one of these counties 92 percent of the families had a cash income under $2,000 per annum; in another only 20.3 percent. For the 101 counties the percentage was 67.4

Nature and Scope of This Report

This circular contains the first of several statistical reports recently projected by the Office of Education in the field of rural education. The data for these reports have been collected for the most part directly from the superintendents of schools of counties selected as fitting certain predetermined criteria of ruralness. The questionnaires were designed to gather statistics calculated to be in every way comparable with those of three other surveys now underway. All of the projected reports will be concerned with the status and trends of education in local and intermediate school systems: city school systems (a survey which for many years has formed a part of the *Biennial Survey of Education in the United States*), suburban school systems, and county school systems organized on the county-unit basis.

The questionnaire data supplied for the rural county survey by the county superintendents of schools were in some cases extensively supplemented through data from the files of the State departments of education, or from documentary sources published by them. A total of 1,200 counties were solicited for information—all of them identified as sufficiently rural to be included and having the multiple district form of school organization. These methods of fact gathering resulted in the compilation of usable data from almost every county solicited.

The questionnaires collected information on all types of school personnel—administrators, instructional staff, auxiliary personnel, operational employees, and enrollees (the last with attendance and grade levels). The bulk of the inquiry form was, however, devoted to fiscal matters—revenues by sources, expenditures by purposes, capital outlays, debt services, and balances. Altogether the questionnaire requested information on more than 100 items. Careful estimates were accepted.

The inquiry brought together a huge mass of data, most of which will be presented as a new section of the Biennial Survey of Education in the United States, 1955–56. The present report is concerned with some of the "most rural counties." This approach to rural school statistics was chosen because the "rural" nature of the schools of these most rural counties was thought to be most easily understood. Rural areas tend naturally to merge into urban areas in population density, in farm and non-farm occupations, and in home and community life. "Rural" schools, therefore, blend almost imperceptibly into "urban" schools.

This report on the *most rural counties* obviously represents the extreme aspects of public education in rural areas rather than the total picture, or even average conditions. This approach to the whole complex nature of rural education seemed promising because it avoided the wide differences which would have resulted if all degrees of ruralness had been involved. Everyone recognizes that individual rural schools can be found which are in every way the equal of the best anywhere in the Nation; the poorest type of school can also be found. Generally speaking, inherent in rural life are certain conditions which make it difficult for the schools to muster sufficient pupils, staffs, and funds to provide the diversified programs of education needed in modern America, and to do this efficiently. The number and complexity of the problems peculiar to rural education grow out of such social and economic factors as sparsity of population, distances between home and school, road development, and tax resources.

Each of the 101 of the *most rural counties* selected for this study first of all had to meet two basic tests: (1) it had to be 100 percent rural according to the Census report for 1950 (i. e., must not contain an urban center of 2,500 or more inhabitants); and (2) 59 percent or more of its total population would have to be living on farms.

To make this report cover as many States as possible, it seemed wise to limit to five the maximum number of counties from any one of them. This

proviso was adopted to guard against overweighting the report with data from such States as Mississippi, Kentucky, Georgia, Tennessee, and Missouri, each of which contained 15 or more counties which qualified on the two basic tests cited above. The restriction to a maximum of 5 counties per State also kept the total number of counties down to a manageable number.

The application of these several criteria resulted in spreading the 101 most rural counties among 24 States. Eighteen of these States are represented in this report by 5 counties each, one by 3, three by 2 each, and two by 1 each. These 24 States are located within 6 geographic regions as follows: The *Lower South* region, 7 States; the *Plains*, 6 States; the *Upper South*, 4 States; the *Great Lakes*, 3 States; the *Southwest*, 2 States; and the *Rocky Mountain*, 2 States. (See map, p. 11, for specific States and location of counties included.)

Nine States located within the six regions are not included in this report because none of their counties could meet the strict criteria of ruralness. These States are by regions: South Carolina in the *Lower South;* Iowa in the *Plains;* Illinois and Wisconsin in the *Great Lakes;* Arizona and New Mexico in the *Southwest;* and Idaho, Utah, and Wyoming in the *Rocky Mountain*. Three entire geographic regions—*New England*, *Mideast*, and *Far West*—containing a total of 15 States, are also omitted from this report because none of their counties qualified as "most rural." The counties of these States are either too industrialized to be 100 percent rural, as required by the first basic test, or their inhabitants tend to live in clusters—villages, mining or logging camps, etc.—rather than on farms, as required by the second. Data for selected rural counties of 14 of the 24 States here omitted will be presented in a later, more complete report, employing less severe criteria of ruralness.

The statistics in this circular consist chiefly of averages, ratios, and percentage distributions, each indicating some of the more significant aspects of rural education. These statistics will enable the reader to compare an index for a specific county, say the average size of the schools or the average salary paid to teachers, with that for each of the other 100 most rural counties. The statistics will also permit comparisons of indexes for each of the 24 States with those for the selected rural counties taken together. The statewide indexes, containing data for the schools of both the rural and the more urban counties, are intended to provide bench marks against which the school conditions in the most rural counties can be gauged.

Various Factors Determine Ruralness

The major problems and issues of education commonly associated with schools in rural communities grow chiefly out of certain diverse geographic conditions. These vary greatly, according to geographic region, State, and individual county. Although the basic objectives and organizational patterns of schools in rural areas are similar to those in urban centers, the environments in which these two types of schools function are often vastly different. To understand this statistical study of rural schools it therefore is well to be cognizant of certain basic geopraphic differences. To provide understanding of the environmental conditions with which rural schools must contend, certain data were drawn (see table 1) from the reports of the Bureau of the Census. These are presented in the same way as the educational data.

Attention is directed to the number of people per square mile (table 1, col. 2). A low index in this column means that the children to be served are probably dispersed over a wide area. Bringing them together in sufficient numbers to provide a graded program is, therefore, more difficult than in densely populated areas. The schools in areas where the children are widely dispersed must either be small, with all the limitations on program and efficiency which smallness entails; or, the children must go to centralized schools, thus incurring problems involved in distances between home and school, transportation, and road conditions. More densely populated areas have to meet fewer of these problems that are particularly characteristic of extreme ruralness.

Another important geographic index of ruralness is the percent of the people living on farms (table 1, col. 3). Since none of the 101 most rural counties selected for this study contained a town of 2,500 or more inhabitants, and since none had

less than 59 percent of the people living on farms, this index does not vary as widely as others. The term "rural education" is traditionally associated with farm children. Where large proportions of the children live on farms the school must of necessity be concerned with farm backgrounds, farm problems, isolated living, and similar socio-economic factors. The percent of the people living on farms, therefore, becomes significant in understanding the other indexes of rural education presented in this circular.

The proportion of land area devoted to farming (table 1, col. 4) also has significance for the rural schools. A low percentage of the total land area in farms means that there are mountains, deserts, swamps, or other sparsely settled or uninhabited areas needing few or no schools. Where the percentage of arable land is high, however, the rural communities have more children to educate, especially where the farms are small. The three types of indexes (cols. 2, 3, and 4), discussed above, are clearly interrelated and all of them affect the number, location, size, and support of the schools.

Table A—Environmental Factors by Geographic Region and Type of School Organization

Region and type of school organization	Number of counties	Population per square mile, 1950	Percent of population on farms, 1950	Percent of land area in farms, 1950	Percent of families with income under $2,000 in 1949	Number of school districts, 1957
1	2	3	4	5	6	7
Total 24 States	2,217	43.7	22.5	72.5	36.9	32,778
Total 101 counties	101	12.3	71.2	78.3	67.4	1,197
Grouped by geographic region						
Upper South	20	31.6	76.8	72.4	74.8	21
Lower South	32	27.6	72.7	66.4	77.4	51
Great Lakes	6	31.0	60.3	76.9	47.4	136
Plains	26	6.1	68.6	83.6	52.3	735
Rocky Mountain	7	1.3	64.3	80.2	38.0	142
Southwest	10	7.1	63.7	83.6	60.8	112
Grouped by type of school organization [1]						
County-unit counties	44	25.7	72.0	72.6	74.8	44
Multiple-district counties	57	8.0	70.3	80.1	60.4	1,153

[1] A companion study providing additional statistics in this field is published under the title *Advanced Statistics of County Unit Systems, 1955–56, Circular No. 523.*

One index is presented with the chief purpose of showing the comparative economic conditions of the extremely rural counties (table 1, col. 5). This index shows the percent of the families of each county, or group of counties, whose annual cash income in 1949 was under $2,000. Insofar as the schools are supported locally, or even on a county basis, the percentages suggest the difficulties of the rural school authorities to compete favorably for educational staffs and services. The fiscal data in table 3 sheds further light on this issue.

Summary of Environmental Factors Conditioning the Schools

The detailed data presented State by State and county by county (see table 1) are reduced to summary form in table A. To permit broad comparisons, these data are grouped by regions and type of school organization. This summary (col. 2) reveals that 78 of the extremely rural counties in this study are located in the Southern and the Plains States. The population indexes (col. 3) show that the counties in the Rocky Mountain States are the most sparsely inhabited and those in the Southern and Great Lakes regions are many times more densely inhabited. Although this outcome was expected it points significantly to some of the most persistent rural school problems of the States characterized chiefly by "wide open spaces."

The percent of the land being farmed (col. 5) is highest in the *Plains* and *Southwest* regions and lowest in the *Lower South*. All of these geographic indexes are interrelated and taken together they are complex in their implications.

As concerns low annual cash income of families (col. 6), these clearly predominate in the rural South. Comparatively few such families are found in the counties of the *Rocky Mountain* region. It is, of course, recognized that people living on farms derive a part of their living "off the land." Therefore, their cash income needs in the most rural counties are slightly lower than in a State as a whole, which includes the cities. But in comparing this factor for one of the most rural counties with that for another county this income index is meaningful. Such a comparison is also valid region for region and between the two types of county school organization.

The 24 States in which the 101 most rural counties are located show a total of 32,778 school districts (col. 7) and the 101 selected counties, a total of 1,197 districts. By region, 735 districts, or nearly two-thirds of the total number in the 101 counties, are found in the 6 States in the *Plains*. The *Upper* and *Lower South* regions, on the other hand, have only a few more school districts than they have counties in this study.

Of the 101 most rural counties in this report, 44 are organized as county units and 57 under the multiple-district system. Many significant facts come to light when the data for these two types of district organization are examined. (To facilitate comparison *each county-unit is marked with an asterisk in tables 1, 2, and 3.*)

The following facts stand out when the geographic and economic indexes are compared by types of school district organization: (1) The group of counties organized on the county-unit basis is more than three times as densely populated as the group organized on the district system, (2) the former shows a much higher proportion of low-income families than the latter, and (3) this group has only one school district per county in comparison with an average of 20 per county in the multiple-district group of counties. Although the first two of these findings probably have no causal relations to the form of school organization, they have important implications for the administration of rural schools. The educational indexes shown for these two types of school organization in subsequent tables become fully meaningful only when considered in the light of the factors here presented in tables A and 1.

Rural Schools are Small Schools

The geographic factors compiled by this study indicate the environmental conditions under which the schools of the 101 rural counties must operate. A characteristic commonly associated with rural education is smallness—small enrollments, small school plants, small teaching staffs. This smallness, like the geographic and economic factors, is shown to vary greatly county by county, State by State, and region by region (table 2, columns 2, 3, 6, 7, and 8).

Dividing the number of schools into the enrollment (col. 2, table 2) produced average enrollments of 196.8 for the 24 States and 85.1 for the 101 counties. In 4 of these most rural counties, all of them in the southern States, the average enrollment per school exceeded 300. The largeness of the schools in the rural counties of these southern States suggests that both the conditions for and the progress of school consolidation have been favorable. In 15 of these counties of the central States, however, the average enrollment is below 20 per school.

The smallness of rural schools becomes more evident from the average number of staff members per school (col. 3, table 2). The 24 rural States show an average staff of 7.4 per school; the 101 most rural counties show 3.4. In many of the counties the average staff per school drops to below 2.

Table B—Indexes of School and Class Size by Geographic Region and Type of School Organization: 1955–56

Region and type of school organization	Average size of school		Enrollment		
	Average enrollment	Average instructional staff	Per member of instructional staff	Per classroom teacher	
				Elementary	Secondary
1	2	3	4	5	6
Total 24 States	196.8	7.4	26.5		
Total 101 counties	85.1	3.4	24.7	27.8	21.2
	Grouped by geographic region				
Upper South	76.7	2.9	26.5	28.7	24.7
Lower South	159.7	5.6	28.6	33.6	23.8
Great Lakes	110.9	4.3	25.8	30.4	21.0
Plains	39.2	2.2	17.7	19.2	15.5
Rocky Mountain	27.0	2.0	13.2	13.2	14.1
Southwest	83.6	3.9	21.6	24.6	17.4
	Grouped by type of school organization				
County-unit counties	118.2	4.4	26.8	31.8	23.7
Multiple-district counties	64.1	2.8	22.6	25.5	18.7

Another index of the size of rural schools is the average number of pupils per instructional-staff member (col. 6, table 2). For the public schools of the 24 States, the ratio is 26.5; for the 101 most rural counties, it is 24.7. This difference of less than 2 pupils per staff member is so small because

in many of these most rural counties the pupil-staff ratios are actually higher than for their parent States, in two cases rising to 40 or more, although about a third of the counties reveal a pupil-staff ratio smaller than 20, and a few smaller than 10. Contrary to expectation, some counties show greater pupil-staff ratios for the high schools than for grade schools (cols. 7 and 8), probably reflecting more centralization of the schools on this level.

Summary of Factors of School and Class Size

Again it would seem helpful to compare in summary, by region and type of school organization, the detailed data in table 2, showing the prevalence of smallness in most of the rural schools (see table B). The differences are for the most part marked. The rural schools of the *Lower South* region had an average enrollment of 160 pupils per school; those of the *Rocky Mountain* region, 27; and those of the *Plains*, 39. In staff members per school, the first named region averaged 5.6 and the last named, 2.0 and 2.2, respectively. Similarly, somewhat lower differences appear when enrollments per staff and per classroom teacher of the *Lower* and *Upper South* are compared with those of the *Rocky Mountain* and *Plains* regions.

A comparison of these school-size indexes on the basis of county-unit versus multiple-district counties also reveals marked differences. The average enrollment and the size of the staff per school are nearly twice as great in the county-unit as in the multiple-district organization. Pupil-staff ratios also are considerably higher in the county-unit counties.

Rural School Enrollments and Attendance

The 101 most rural counties, upon which this circular is based, had in 1955–56 a total of 234,963 pupils (table 2, col. 4). Some sparsely settled counties had fewer than 1,000 pupils each. Some of the more densely populated had over 5,000 each and a few 6,000 and even 7,000 each.

Comparative data are also presented to show the extent to which the pupils attending the public schools of the most rural counties continue in school beyond grade 8 (column 5). For the Nation as a whole, for the school year 1955–56, 22.2 percent of the total public school enrollment was in grades 9 to 12. For the 24 rural States in this study, the percent was 21.6 and for the 101 most rural counties, 20.9. In a number of these counties this index exceeds 25 and in a few others it drops below 15. The children of some counties are known to cross county boundaries to attend high school. Insofar as such an outflow is not compensated by a similar influx, the indexes do not represent the complete picture. However, distortions from this source are deemed to be small.

These data should not be regarded as refined indexes of high school retention. Changes in birth rates and number of children moving into or out of a county, State, or region would naturally influence the percent of the total school enrollment found in high school during any given time span. Influences of this type are, however, believed to be similar for all the rural counties of a given State and region.

With few exceptions, the percent of the pupils enrolled who attend school daily (table 2, col. 9) varies comparatively little when the 101 most rural counties are compared with their constitutent States. For some counties the index is slightly lower and for others slightly higher than those for the parent State as a whole. Seemingly, what the rural schools lack in accessibility is largely overcome through bus transportation and greater individual effort.

Financial Facts of Rural School Life

This study reveals several significant financial facts of rural school life (see table 3). The first of these (columns 2 and 3) relates to the sources of revenue receipts. A widely held concept of school financing is that the educational opportunities in a given community should be, as nearly as possible, equal to those in other communities. One of the chief means of effecting equalization of opportunity is to see to it that sufficient revenues are provided.

It was pointed out above (table 1, col. 5) that, for the 101 most rural counties taken together, the percent (67.4) of families who had cash incomes under $2,000 per annum was nearly twice as great as that for the 24 States (36.9) taken as a whole. Almost all of the extremely rural counties showed more of these low income families than did the States of which they are parts.

True, this is a rough index of fiscal competence. But it is the only measure available now on a county basis of the tax paying ability of the families served by the rural schools under study. In this connection, it should also be borne in mind that people in rural areas generally have more children per family than those in urban communities.

For the 24 States taken as a whole, approximately half of the current revenues came from sources outside the county and local school districts (tables C and 3, cols. 2 and 3). For the 101 most rural counties, however, this division was about two-thirds Federal-State and one-third county-local. In 9 of the individual counties, all of them in the southeastern States, more than 90 percent of the revenues came from Federal-State sources. In the western States, however, the county and local school districts were largely on their own as to financing rural schools. Eleven individual counties reported more than 90 percent of their school revenues coming from county and local sources.

Another type of measure for evaluating the financial life of the schools in the 101 most rural counties is the percentage distribution of the current expenditures devoted to the three major purposes: administration, instruction, and a group of expenditures known as "the other four accounts" (operation and maintenance of the physical plant, fixed charges, and other school services). The percentage distributions showed such small variations among the several counties and States that they were excluded from the detailed table (table 3). These percentage distributions are, however, presented for the 24 States taken together, for the 101 selected counties as a group, and for the various regions (see summary table C).

It is commonly held that the proportion of the total school expenditures for instruction should be as large as possible. However, if instructional expenditures absorb so much of the total that administration, operation of plant, health services, or transportation costs suffer, this could definitely interfere with the effectiveness of the instructional programs.

Summary of Revenue and Expenditure Indexes

A summary of the overall school income data arranged by region and type of school organization (table C) reveals marked differences in the percentage distributions. In the 24 States (which included city school systems), approximately half the school revenues came from sources within the counties and half from without. For the 101 most rural counties, however, about two-thirds came from without and one-third from within these counties. Regionally, the *Southwest* and the *Great Lakes* regions approached the "60–40" distribution, but the *Upper* and *Lower South* showed a division of approximately four-fifths to one-fifth, and the *Rocky Mountain* region showed the distribution of sources of school revenue to be roughly the reverse of that of the *Lower South*.

Table C—Percentage Distribution of Current Revenues and Expenditures by Geographic Region and Type of School Organization: 1955–56

Region and type of school organization	Percent of revenue receipts from		Percentage distribution of current expenditures		
	Federal-State	County-local	Administration	Instruction	"Other four accounts"
1	2	3	4	5	6
Total 24 States	50.1	49.9	4.4	68.5	27.1
Total 101 counties	64.2	35.8	4.2	68.4	27.4
	Grouped by geographic region				
Upper South	77.4	22.6	3.8	71.2	25.0
Lower South	82.5	12.5	3.2	70.9	25.9
Great Lakes	57.5	42.5	4.3	63.1	32.6
Plains	38.3	61.7	5.2	65.0	29.8
Rocky Mountain	18.5	81.5	3.9	66.3	29.8
Southwest	58.2	41.8	7.1	67.9	25.0
	Grouped by type of school organization				
County-unit counties	82.6	17.4	3.2	71.5	25.3
Multiple-district counties	48.0	52.0	5.1	65.5	29.4

Since most of the county-unit counties are found in the southeastern part of the United States they showed school revenue distributions similar to those in the *Upper South* and *Lower South* regions. Despite the fact that the county-unit counties have a centralized form of county-school organization, most of their school revenues were found to come from Federal-State sources rather than from county sources.

The distributions of current school expenditures for all 24 States and for the 101 most rural counties are highly similar. Among the regions, however, the *Upper South* and *Lower South* are high in the proportion of funds devoted to instruction and low in the proportion of funds relating to school administration. In contrast the *Southwest* shows the percentage absorbed by administration to be nearly twice as great as in the *Upper South* and *Lower South*. In the remaining three regions the "other four accounts" are disproportionately higher than elsewhere.

Again, distributions for the counties organized on the county-unit basis (table C) conform closely with those for the *Upper South* and the *Lower South* regions. This is explained by the fact that these counties are almost entirely located in the two regions.

Average Annual Salaries

Attention is briefly directed to five additional indexes of school finance (see table 3). The two most important of these indexes show (1) the average annual salaries of instructional staffs (col. 2), and (2) the annual current expenditure per pupil in average daily attendance (col. 4).

It is at once evident that the salaries are markedly lower for the total 101 most rural counties ($2,933) than for the total of the 24 States ($3,719) to which they belong. With very few exceptions, these salary averages are likewise much higher for the individual States when compared with their most rural counties, the differentials ranging between a low of $300 and a high of $1,800. Comparison of one county with another reveals a few average salaries under $2,000 and one above $4,000. Most of them fall between $2,500 and $3,500.

The wide variations in salaries are the product of many factors, differences in State and local salary schedules and in the cost of living being only part of a very complex situation. There is evidence that higher salaries were sometimes paid to offset the extreme isolation in the sparsely settled counties. Living conditions and transportation costs are no doubt also reflected in the salaries of some teachers. The disproportion of beginning teachers (more frequently found in rural schools) and the low income levels of rural people, generally, are also likely to account for some of the very low salaries in these most rural counties.

Current Annual Expenditures per Pupil

For the annual current expenditure per pupil in average daily attendance see table 3, column 4. The costs are the sum of expenditures for administration, instruction, operation and maintenance of school plants, fixed charges, and a variety of facilitating services. The cost of transporting pupils, especially to the high schools, must necessarily form an important part of these facilitating services in many rural school systems.

For the 24 States taken as a whole, the current expenditure per pupil was $250; for the 101 counties it was $211. The total State costs per pupil varied from a low of $151 to a high of $347 and for the individual counties from a low of $110 to a high of $835. The extremely high costs were chiefly found where very small schools and low pupil-teacher ratios predominated. This was especially true when both elementary and secondary schools were very small. Per-pupil expenditures may, however, also have been the result of such other factors as high or low salaries and variations in operational costs or in amounts going to pupil transportation. For the Nation as a whole the total expenditure per pupil in average daily attendance was just under $300 in 1955–56.

The major component of the average per-pupil expenditure is the cost of instruction, made up chiefly of staff salaries, books, and instructional supplies (table 3, col. 5). This cost was $170 for all 24 States and $145 for all the 101 counties. Comparisons among State totals reveal close rela-

tionships between the per-pupil costs for the 6 major accounts (col. 4) and those for instruction only (col. 5); for the individual counties there is much less agreement between these two types of indexes.

In 18 counties, located chiefly in a few southern States, the cost of instruction per pupil in average daily attendance fell below $100; in 19 it fell between $200 and $300 per pupil and in 6 between $300 and $400. One county recorded an average of $459 per pupil for instruction. Small schools and low pupil-teacher ratios seemed to be the chief factors accounting for the higher expenditures.

As suggested above, certain school costs are almost entirely incident to ruralness. One such cost is for transportation (table 3, col. 6). This grows out of the fact that in rural communities children must be brought together from widespread areas in order to have enough pupils to maintain a graded school program. Naturally only those children who live beyond walking distances need to be transported. The indexes presented in column 6 are derived by dividing the total number of the pupils in average daily attendance into the money spent for transportation. The resulting indexes show that a substantial proportion of the school funds must go into transportation. The data shown do not include capital outlays for new buses. For all 101 counties the average per-pupil cost of transportation is $26, or 12.3 percent of the total current expenditures. For individual counties the transportation cost frequently mounts to 20 percent or more of the total current expenditure.

Summary of Salaries and Per-Pupil Costs

A comparison by geographic regions and by type of school organization (see table D) will provide a quick summary of the instructional staff salaries and the per-pupil expenditures presented in detail in table 3. The salary averages were clearly lowest ($2,463) in the *Upper South* region and highest ($3,581) in the three States included from the *Great Lakes* region. Those of the *Lower South* ($3,018) were near the norm ($2,933) for the 101 most rural counties, and exceeded those of the *Plains* ($2,767). Region by region, salaries of classroom teachers bore a close relationship to the salaries of the instructional staff as a whole. This means, for one thing, that comparatively few supervisory officers and auxiliary personnel were provided in the most rural counties and that the salary differentials paid them were not great.

Table D—Average Salaries and Per-pupil Expenditures by Geographic Region and Type of School Organization: 1955–56

Region and type of school organization	Average salary		Expenditure per pupil in ADA for		
	Total instructional staff	Teachers	Six major accounts	Instruction	Transportation
1	2	3	4	5	6
Total 24 States	$3,719		$250	$170	$13
Total 101 counties	2,933	$2,896	211	145	26
	Grouped by geographic region				
Upper South	2,463	2,374	156	111	19
Lower South	3,018	2,929	183	130	24
Great Lakes	3,581	3,549	260	164	38
Plains	2,767	2,727	293	190	31
Rocky Mountain	3,130	3,088	414	274	45
Southwest	3,388	3,374	273	185	27
	Grouped by type of school organization				
County-unit counties	3,006	2,912	187	134	23
Multiple-district counties	2,861	2,822	240	157	29

The *Upper South* was lowest in per-pupil expenditures ($156), reflecting in part the low salaries paid the instructional staff in the most rural counties and in part the low incomes (see table A) of this region. In the *Rocky Mountain* region, these per-pupil costs ran highest ($414), reflecting chiefly the prevalence of small schools.

Comparisons by district organization show salaries to be highest and per-pupil costs lowest in the county-unit counties. Some of the differences indicated seem to be due in part to better administrative practices in the county-unit systems and in part to higher operational costs in the multiple-district counties.

In Conclusion

This report presents a total of about 4,000 indexes calculated to describe statistically the characteris-

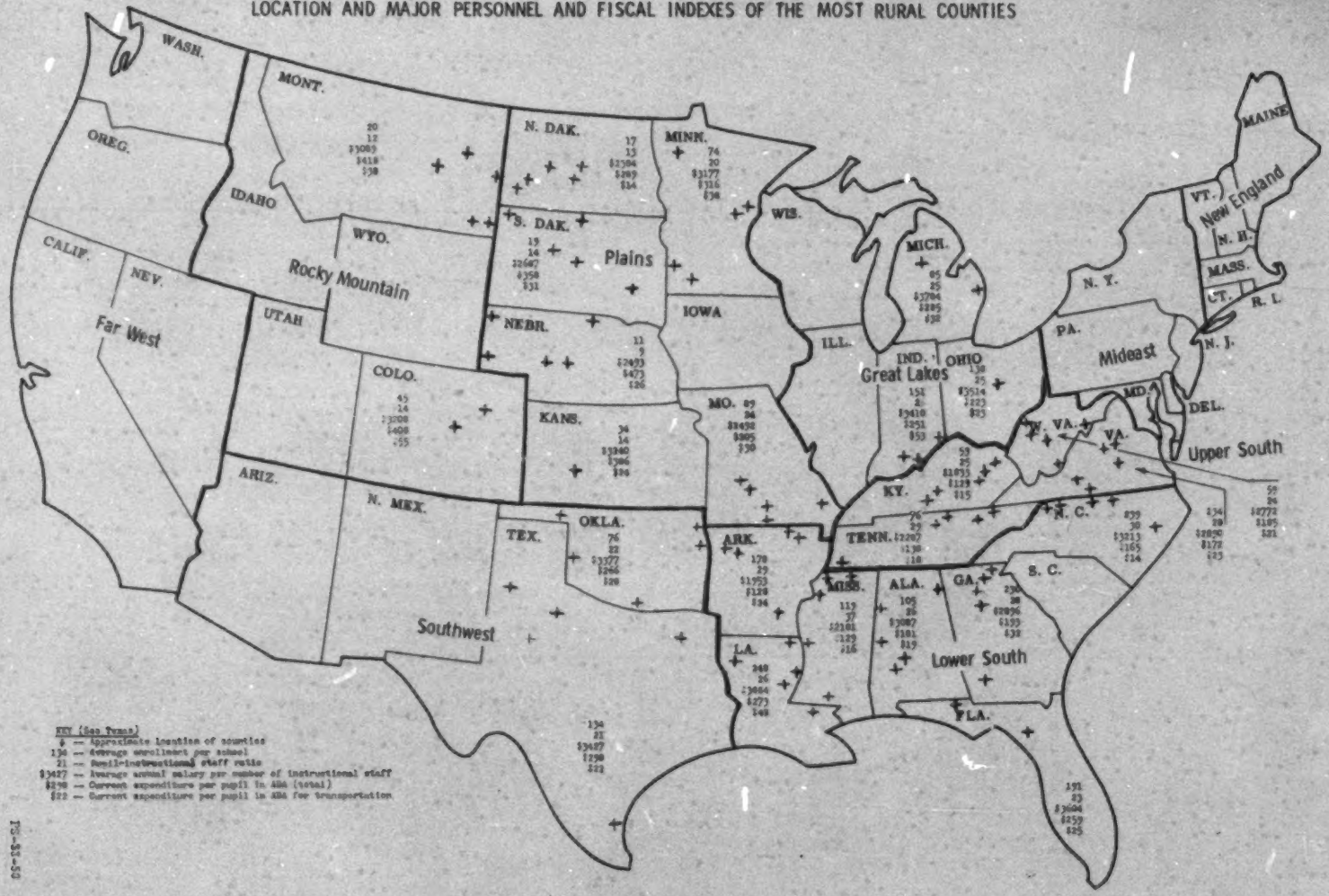
tics and problems of public education in 101 of the most rural counties of the United States. These indexes will enable the reader to compare certain indexes county by county. Data for each rural county can also be compared with similar data for the total 101 rural counties and to statewide data for each of the 24 States in this report. Further comparisons can be made region by region and by the two types of school organization. Some implications of the several indexes have been pointed out in this circular and others can be discovered by studying the data.

It will be seen, for example, that on the basis of the criteria applied, the 5 most rural counties selected from Texas (see key to map) are located as follows: one in the extreme southeastern part of the State, one in the northeastern part, and the remaining three in the northwestern part.

In 1955–56, the average enrollment per school of the 5 rural counties of Texas was 134 pupils. There were, on an average, 21 pupils for each instructional staff member. The average salary per instructor was $3,427. The total current expenditure was $298 for each of the pupils in average daily attendance. Of this amount an average of $22 per pupil was paid out for transporting pupils to and from school.

The map shows corresponding data for each of the 24 States in this report. This arrangement affords not only a quick review of the salient facts for each State but also facilitates comparisons among them. For example, a comparison of the data for Montana and North Dakota shows that the most rural counties of both are located in adjacent portions of these two States. There are close similarities between the average enrollment per school as well as between the pupil-staff ratios. In the average annual salaries, however, there is a difference of $705. This fact, plus a wide difference in transportation costs, probably accounts for the dissimilarity in per-pupil costs; namely, $418 for Montana and $389 for North Dakota.

LOCATION AND MAJOR PERSONNEL AND FISCAL INDEXES OF THE MOST RURAL COUNTIES



FS-55-50

Table 1.--Environmental Factors[1] Affecting Public Education in 101 Most Rural Counties, by Region and State: 1955-56

Region[2] and State	Population per square mile, 1950	Percent of population on farms, 1950	Percent of land area in farms, 1954	Percent of families with income under $2,000 in 1949	Number of school districts, 1957
1	2	3	4	5	6
Total for 24 States	43.7	22.5	72.5	36.9	32,778
Total for 101 Counties	12.3	71.2	78.3	67.4	1,197
UPPER SOUTH					
Kentucky, total State	73.9	33.1	70.7	49.3	221
Selected counties, total	35.4	82.4	76.2	81.4	6
Casey	40.1	81.6	81.7	79.5	2
Elliott*	29.5	79.8	70.0	78.5	1
Metcalfe*	33.3	84.3	85.4	83.2	1
Owsley*	37.2	86.9	65.8	86.1	1
Wolfe*	33.5	79.4	68.9	81.4	1
Tennessee, total State	78.8	30.9	66.0	50.4	151
Selected counties, total	38.5	83.4	78.1	83.5	5
Fayette*	39.1	83.3	85.9	82.5	1
Hancock*	39.6	89.5	81.3	90.5	1
Jackson*	37.8	81.8	79.7	83.7	1
Pickett*	32.4	81.1	56.5	83.0	1
Union*	40.9	81.0	61.8	78.7	1
Virginia, total State	83.2	22.1	57.5	37.1	130
Selected counties, total	30.0	75.0	71.1	68.7	5
Charlotte*	30.0	71.1	71.6	69.2	1
Floyd*	29.6	83.5	82.6	74.2	1
Greene*	31.0	80.0	68.7	57.6	1
Madison*	25.3	69.6	63.3	72.2	1
Patrick*	33.4	73.8	67.5	65.3	1
West Virginia, total State	83.3	20.5	47.7	34.9	55
Selected counties, total	25.4	66.1	66.8	65.4	5
Braxton*	35.0	61.8	63.5	61.8	1
Calhoun*	36.5	73.1	77.0	69.8	1
Monroe*	27.7	63.5	73.1	60.0	1
Pendleton*	13.4	70.8	64.8	74.9	1
Wirt*	21.9	65.3	55.3	66.7	1
LOWER SOUTH					
Alabama, total State	59.9	31.4	63.7	54.1	112
Selected counties, total	26.6	71.7	79.9	82.2	5
Cherokee*	29.4	73.1	65.8	74.2	1
Greene*	25.6	78.6	82.4	85.2	1
Lamar*	27.2	71.2	79.9	81.9	1
Lowndes*	25.2	70.6	89.4	85.3	1
Wilcox*	26.1	71.9	80.0	84.9	1

*Indicates county unit. See footnotes at end of this table.

Table 1.--Environmental Factors[1] Affecting Public Education in 101 Most Rural Counties, by Region and State: 1955-56 (Cont.)

Region[2] and State	Population per square mile, 1950	Percent of population on farms, 1950	Percent of land area in farms, 1954	Percent of families with income under $2,000 in 1949	Number of school districts, 1957
1	2	3	4	5	6
Arkansas, total State	36.3	42.0	53.2	61.6	423
Selected counties, total	16.3	77.2	54.4	81.1	23
Fulton	15.1	75.0	59.9	79.0	4
Lincoln	30.2	73.9	64.0	82.6	5
Madison	14.1	80.9	57.9	80.3	3
Newton	10.6	84.7	32.4	83.7	5
Sharp	15.1	73.9	65.4	79.6	6
Florida, total State	51.1	8.4	52.3	41.2	67
Selected counties, total	21.3	61.5	55.5	78.3	2
Gilchrist*	10.3	59.5	49.8	76.3	1
Holmes*	29.0	62.0	59.5	78.8	1
Georgia, total State	58.9	27.9	64.2	52.3	198
Selected counties, total	25.3	79.0	59.5	86.7	5
Baker*	16.8	83.5	78.9	82.2	1
Dawson*	17.4	82.0	59.9	89.5	1
Forsyth*	45.3	77.2	74.5	88.4	1
Towns*	28.9	76.9	38.4	90.2	1
Union*	22.9	78.1	37.2	83.4	1
Louisiana, total State	59.4	21.1	39.6	47.5	67
Selected counties, total	24.9	67.5	52.8	73.5	5
Catahoula*	16.2	59.0	28.7	71.7	1
Red River*	29.3	67.2	67.5	72.8	1
St. Helena*	21.5	75.3	41.8	72.2	1
Tensas*	21.2	63.6	62.8	73.8	1
West Carroll*	48.4	72.3	80.7	75.8	1
Mississippi, total State	46.1	50.4	68.5	69.0	161
Selected counties, total	35.5	84.3	72.7	82.1	6
Benton 3/	21.3	88.0	60.2	86.0	1
DeSoto 3/	55.5	81.2	4/100.7	80.5	1
Issaquena 3/	12.0	89.5	41.7	92.0	1
Tunica 3/	47.3	85.6	74.5	81.1	1
Walthall	38.6	83.4	84.5	80.5	2
North Carolina, total State	82.7	33.9	58.1	47.1	173
Selected counties, total	49.7	77.9	84.6	65.1	5
Alleghany*	35.5	78.6	82.0	76.3	1
Ashe*	51.2	80.8	84.7	77.4	1
Caswell*	48.0	74.7	88.6	61.7	1
Greene*	67.0	82.6	79.2	60.1	1
Stokes*	46.9	77.9	85.2	55.3	1
GREAT LAKES					
Indiana, total State	108.7	17.0	83.0	24.7	1,030
Selected counties, total	34.3	61.6	78.2	55.5	21
Crawford	29.8	61.2	67.0	67.0	9
Harrison	37.3	60.5	78.0	47.6	6
Switzerland	34.4	64.4	94.7	59.4	6

Table 1.--Environmental Factors[1] Affecting Public Education in 101 Most Rural Counties, by Region and State: 1955-56 (Cont.)

Region[2] and State	Population per square mile, 1950	Percent of population on farms, 1950	Percent of land area in farms, 1954	Percent of families with income under $2,000 in 1949	Number of school districts, 1957
1	2	3	4	5	6
GREAT LAKES (Cont.)					
Michigan, total State . .	111.7	10.9	45.1	19.4	3,214
Selected counties, total	25.1	59.1	72.7	42.2	105
Missaukee	13.2	59.7	43.9	46.3	16
Sanilac	32.1	59.0	89.6	41.3	89
Ohio, total State	193.8	10.7	76.2	21.2	1,168
Selected county, total .	44.3	60.2	88.7	41.4	10
Holmes	44.3	60.2	88.7	41.4	10
PLAINS					
Kansas, total State . . .	23.2	23.3	95.2	32.0	3,140
Selected county, total .	3.8	63.6	92.7	36.3	20
Hodgeman	3.8	63.6	92.7	36.3	20
Minnesota, total State .	37.3	24.8	63.0	25.5	3,479
Selected counties, total	13.7	63.3	70.3	42.8	163
Kanabec	17.5	68.9	67.5	52.5	29
Lincoln	18.8	61.1	95.2	31.7	19
Marshall	9.0	62.4	74.4	47.3	36
Murray	20.9	62.3	96.1	29.6	29
Pine	12.9	63.5	43.5	50.6	50
Missouri, total State . .	57.1	21.8	77.2	37.2	3,234
Selected counties, total	15.4	76.9	71.7	77.7	131
Bollinger	17.7	74.9	67.4	74.0	23
Dallas	19.4	76.5	77.6	77.8	11
Douglas	15.6	77.3	75.3	74.7	34
Hickory	13.1	74.2	83.7	81.7	4
Ozark	11.8	80.8	60.5	83.7	59
Nebraska, total State . .	17.3	29.5	96.8	31.0	4,942
Selected counties, total	1.6	80.7	87.8	37.0	138
Arthur	1.1	77.5	97.8	39.1	21
Banner*	1.8	92.8	94.8	23.3	1
Keya Paha	2.8	74.2	96.4	49.0	35
McPherson	1.0	80.6	80.1	43.6	27
Sioux	1.5	81.0	81.9	31.6	54
North Dakota, total State	8.8	41.1	93.4	30.6	1,998
Selected counties, total	3.2	71.9	83.2	36.3	135
Billings	1.6	76.5	68.2	42.7	18
Dunn	3.5	70.8	88.3	37.8	35
Oliver	4.3	78.0	92.4	30.6	23
Sheridan	5.3	66.5	92.4	36.0	28
Slope	1.9	76.2	75.4	35.6	31

Table 1.--Environmental Factors[1] Affecting Public Education in 101 Most Rural Counties, by Region and State: 1955-56 (Cont.)

Region[2] and State	Population per square mile, 1950	Percent of population on farms, 1950	Percent of land area in farms, 1954	Percent of families with income under $2,000 in 1949	Number of school districts, 1957
1	2	3	4	5	6
South Dakota, total State.	8.5	38.8	91.8	32.9	3,288
Selected counties, total.	2.4	67.5	94.7	41.7	148
Campbell	5.3	66.0	98.6	52.7	42
Hanson	11.4	66.2	97.2	41.4	44
Harding	.9	72.8	91.7	35.7	18
Sully	2.6	64.5	97.9	25.8	30
Ziebach	1.3	70.7	95.0	47.6	14
ROCKY MOUNTAIN					
Colorado, total State	12.8	15.0	57.7	27.5	936
Selected counties, total.	2.7	65.0	88.8	41.6	36
Elbert	2.4	68.1	93.1	47.5	7
Washington	3.0	63.2	85.7	38.4	29
Montana, total State	4.1	23.0	65.8	24.4	1,149
Selected counties, total.	.9	63.6	77.6	34.4	106
Carter	.8	61.3	71.7	36.7	23
Garfield	.5	62.2	74.1	42.6	19
McCone	1.3	63.7	85.3	32.7	24
Powder River	.8	69.9	78.3	28.6	23
Wibaux	2.1	59.7	92.6	35.1	17
SOUTHWEST					
Oklahoma, total State.	32.4	3.9	80.6	41.6	1,643
Selected counties, total.	11.1	62.6	83.0	65.2	101
Adair	26.2	61.1	51.9	82.3	34
Beaver	4.1	62.3	96.1	25.7	14
Delaware	20.5	65.2	58.9	75.1	34
Love	15.8	60.9	79.2	67.0	11
Roger Mills	6.6	62.4	95.1	50.8	8
Texas, total State	29.3	16.8	86.5	36.5	1,799
Selected counties, total.	2.8	68.6	84.1	41.1	11
Borden*	1.2	74.9	97.3	29.2	1
Castro	6.2	64.8	94.0	20.3	3
Kenedy*	.4	93.7	72.5	73.7	1
King	.9	72.5	81.8	27.5	2
Rains	18.2	67.4	67.4	66.8	4

1/ Source of data: U. S. Bureau of the Census, publications of Population and Governments Divisions.

2/ Three regions - New England, Mideast, and Far West - had no counties which met "most rural" criteria.

3/ These counties were in reorganization from multiple-district to county-unit system during period of survey.

4/ Excess of 100 percent explained by location of farm headquarters in this county with part of farm acreage adjoining county.

Table 2.--Size of School, Enrollment, and Attendance in 101 Most Rural Counties, by Region and State: 1955-56

Region[1] and State	Size of school[2]		Enrollment		Enrollment[3]			Percent A.D.A. is of enrollment
	Average enrollment	Average instructional staff[4]	Total	Percent in grades 9-12	Per member of instructional staff	Per classroom teacher		
						Elementary	Secondary	
1	2	3	4	5	6	7	8	9
Total for 24 States[5]	196.8	7.4	16,329,223	21.6	26.5	-	-	88.6
Total for 101 Counties	85.1	3.4	234,963	20.9	24.7	27.8	21.2	86.4
UPPER SOUTH								
Kentucky, total State	135.3	4.9	598,308	20.0	27.9	-	-	89.5
Selected counties, total	53.0	2.1	11,032	15.2	24.9	25.7	24.3	85.0
Casey	43.3	1.8	4,028	14.3	24.7	24.6	27.5	86.2
Elliott*	54.1	2.1	1,949	19.1	26.0	27.8	31.1	87.6
Metcalfe*	79.4	3.2	1,747	14.4	24.6	26.2	20.9	83.9
Owsley*	66.4	2.5	1,461	13.1	26.1	29.5	19.1	83.0
Wolfe*	52.8	2.2	1,847	15.3	23.7	24.8	20.2	82.2
Tennessee, total State	213.2	7.4	754,945	20.9	28.9	-	-	89.8
Selected counties, total	76.2	2.6	15,617	16.2	29.4	30.9	29.0	82.0
Fayette*	86.6	2.7	7,101	15.7	32.0	33.8	30.1	81.7
Hancock*	65.3	2.4	2,349	16.1	27.0	27.4	29.1	85.2
Jackson*	63.6	2.3	2,671	16.5	27.8	30.1	26.0	79.9
Pickett*	96.5	3.8	1,254	17.5	25.6	27.2	27.5	82.5
Union*	70.1	2.4	2,242	16.6	28.7	29.7	26.6	81.9
Virginia, total State	281.6	10.5	750,075	18.4	26.9	-	-	89.0
Selected counties, total	233.8	8.4	13,326	20.0	27.9	35.7	21.8	88.7
Charlotte*	237.9	8.7	3,569	19.1	27.2	38.1	19.2	85.7
Floyd*	283.3	11.3	2,833	24.0	25.1	30.5	21.2	90.6
Greene*	146.1	4.9	1,169	14.3	30.0	33.0	24.6	89.5
Madison*	255.7	8.4	1,790	20.4	30.3	40.9	26.7	89.7
Patrick*	233.2	8.0	3,965	19.4	29.2	36.9	22.5	89.5
West Virginia, total State	132.0	4.8	457,908	23.1	27.4	-	-	90.8
Selected counties, total	58.9	2.5	12,959	23.1	23.9	24.1	25.9	89.2
Braxton*	49.9	2.1	4,342	23.1	23.2	22.5	27.0	88.6
Calhoun*	52.2	2.2	2,347	18.6	23.5	24.3	23.8	86.7
Monroe*	81.4	3.3	3,011	24.0	24.5	25.7	25.2	90.4
Pendleton*	75.6	2.8	2,116	23.9	26.8	27.8	26.6	90.6
Wirt*	49.7	2.3	1,143	28.3	21.2	20.5	26.2	91.3
LOWER SOUTH								
Alabama, total State	187.8	6.5	733,392	21.0	28.8	-	-	88.5
Selected counties, total	105.1	4.1	23,333	20.4	25.9	28.0	25.5	86.7
Cherokee*	231.5	8.6	4,167	22.0	27.1	32.2	24.3	89.9
Greene*	97.3	3.9	4,185	21.2	25.2	25.6	27.4	87.6
Lamar*	127.9	5.1	3,581	22.5	25.2	28.1	24.5	85.1
Lowndes*	71.1	2.9	4,692	17.6	24.8	23.6	30.2	84.7
Wilcox*	100.1	3.7	6,708	19.7	26.7	31.5	23.4	86.6

*Indicates county unit. See footnotes at end of this table.

Table 2.--Size of School, Enrollment, and Attendance in 101 Most Rural Counties, by Region and State: 1955-56 (Cont.)

Region[1] and State	Size of school[2]		Enrollment		Enrollment[3]			Percent A.D.A. is of enrollment
	Average enrollment	Average instructional staff[4]	Total	Percent in grades 9-12	Per member of instructional staff	Per classroom teacher		
						Elementary	Secondary	
1	2	3	4	5	6	7	8	9
Arkansas, total State	186.6	6.3	418,709	22.2	29.6	-	-	86.1
Selected counties, total	177.8	6.2	11,560	23.2	28.7	33.8	25.9	85.9
Fulton	280.3	9.2	1,682	26.7	30.6	32.0	29.1	85.6
Lincoln	170.1	6.5	3,403	20.4	26.2	36.8	19.3	87.9
Madison	399.6	12.7	2,398	23.7	31.5	33.3	30.5	86.9
Newton	90.8	3.0	1,907	19.3	30.8	33.3	31.9	78.4
Sharp	180.8	6.7	2,170	27.9	27.1	31.8	29.2	88.5
Florida, total State	434.1	16.3	734,035	21.0	26.6	-	-	86.1
Selected counties, total	191.2	8.4	4,398	24.2	22.8	26.6	21.8	85.7
Gilchrist*	155.3	7.7	932	23.8	20.3	28.5	16.4	84.8
Holmes*	203.9	8.6	3,466	24.3	23.6	26.2	23.8	85.9
Georgia, total State	301.4	10.4	863,769	18.4	28.9	-	-	86.5
Selected counties, total	229.5	8.1	8,491	18.7	28.4	32.2	25.1	81.9
Baker*	130.9	5.6	1,440	16.1	23.2	28.3	18.2	83.7
Dawson*	260.5	8.5	1,042	17.9	30.6	38.9	20.7	79.2
Forsyth*	280.5	8.3	3,086	17.1	33.9	34.5	32.3	77.9
Towns*	280.8	10.8	1,123	20.8	26.1	28.1	25.8	89.1
Union*	257.1	9.9	1,800	22.6	26.1	31.5	23.9	84.5
Louisiana, total State	294.7	10.7	599,040	20.8	27.4	-	-	88.8
Selected counties, total	247.6	9.4	17,083	21.2	26.3	33.1	18.9	88.2
Catahoula*	287.4	11.9	3,161	21.0	24.1	32.4	15.5	91.2
Red River*	248.3	9.6	2,980	20.5	25.9	32.5	19.1	89.5
St. Helena*	113.4	4.9	2,608	22.0	23.1	26.8	19.8	92.6
Tensas*	612.0	19.3	3,672	18.8	31.7	38.2	25.5	85.3
West Carroll*	274.2	10.2	4,662	23.3	26.8	34.7	17.8	85.0
Mississippi, total State	173.9	5.5	531,343	17.9	31.6	-	-	83.5
Selected counties, total	119.1	3.2	18,944	13.3	36.9	45.5	20.9	72.3
Benton[6]	118.3	3.4	2,129	14.7	34.3	45.2	29.6	73.3
DeSoto[6]	122.2	3.1	6,601	10.4	40.0	47.7	19.7	71.9
Issaquena[6]	401.0	11.0	802	11.6	36.5	50.6	13.3	66.8
Tunica[6]	90.3	2.1	5,145	8.7	42.2	47.9	21.2	63.4
Walthall	152.4	5.1	4,267	23.1	30.0	38.6	19.3	84.3
North Carolina, total State	332.6	11.5	1,023,747	21.8	29.0	-	-	90.6
Selected counties, total	238.9	8.1	24,131	21.5	29.6	33.4	26.1	87.7
Alleghany*	266.7	9.0	1,867	19.6	29.6	34.9	24.4	89.0
Ashe*	206.1	6.9	5,359	23.6	29.9	33.3	27.6	88.9
Caswell*	310.6	10.1	6,212	20.4	30.8	35.9	24.6	82.7
Greene*	214.5	7.6	5,147	21.6	28.3	30.6	25.3	90.1
Stokes*	231.1	7.8	5,546	21.3	29.5	33.1	27.5	89.6
GREAT LAKES								
Indiana, total State	289.1	10.3	879,429	23.1	28.0	-	-	84.4
Selected counties, total	150.5	5.4	7,979	24.8	27.7	33.5	23.0	91.8
Crawford	97.6	3.4	2,148	24.3	28.6	32.5	20.9	91.5
Harrison	201.7	7.3	4,236	25.2	27.7	35.2	24.8	92.4
Switzerland	159.5	6.0	1,595	24.4	26.6	30.9	21.6	90.3

Table 2.--Size of School, Enrollment, and Attendance in 101 Most Rural Counties, by Region and State: 1955-56 (Cont.)

Region[1] and State	Size of school[2]		Enrollment		Enrollment[3]			Percent A.D.A. is of enrollment
	Average enrollment	Average instructional staff[4]	Total	Percent in grades 9-12	Per member of instructional staff	Per classroom teacher		
						Elementary	Secondary	
1	2	3	4	5	6	7	8	9
GREAT LAKES (Cont.)								
Michigan, total State. . .	243.2	9.8	1,369,848	20.8	24.9	-	-	92.3
Selected counties, total.	84.5	3.4	9,379	21.2	24.6	28.2	21.4	85.7
Missaukee	81.3	3.4	1,708	22.3	24.1	28.5	21.8	88.8
Sanilac	85.2	3.4	7,671	20.9	24.7	28.1	21.3	85.0
Ohio, total State.	396.3	14.6	1,617,909	22.5	27.1	-	-	90.7
Selected county, total. .	137.7	5.4	4,269	17.1	25.4	29.8	16.4	92.8
Holmes.	137.7	5.4	4,269	17.1	25.4	29.8	16.4	92.8
PLAINS								
Kansas, total State. . . .	128.1	6.0	434,660	22.9	21.5	-	-	87.7
Selected county, total. .	33.9	2.5	677	21.7	13.5	16.3	10.5	92.6
Hodgeman.	33.9	2.5	677	21.7	13.5	16.3	10.5	92.6
Minnesota, total State . .	116.7	4.9	593,717	27.2	23.8	-	-	91.7
Selected counties, total.	74.1	3.7	13,926	27.8	20.2	26.5	14.0	91.0
Kanabec	57.1	2.6	1,999	27.0	21.7	21.8	23.4	91.2
Lincoln	97.9	5.1	2,349	27.3	19.3	26.7	11.4	92.3
Marshall.	87.0	4.7	3,479	28.4	18.7	26.8	10.9	89.1
Murray.	58.1	3.3	1,977	29.1	17.5	20.7	15.0	96.1
Pine.	74.9	3.2	4,122	27.2	23.6	32.3	14.6	89.5
Missouri, total State. . .	183.5	6.8	742,456	22.6	27.2	-	-	85.0
Selected counties, total.	89.1	3.8	9,707	25.6	23.5	25.3	21.1	87.8
Bollinger	83.8	3.3	2,346	23.7	25.8	29.9	21.3	89.7
Dallas.	147.6	6.4	2,066	29.7	23.2	24.6	21.9	87.1
Douglas	192.7	8.2	2,312	22.1	23.6	22.8	28.3	84.3
Hickory	95.5	4.9	955	30.9	19.5	28.7	11.8	87.2
Ozark	45.1	1.9	2,028	25.2	23.6	23.3	24.3	90.7
Nebraska, total State. . .	52.6	2.7	258,071	23.9	19.2	-	-	92.0
Selected counties, total.	11.4	1.3	1,356	23.5	8.8	7.9	12.3	90.6
Arthur.	10.2	1.3	173	20.2	7.9	7.7	17.5	88.4
Banner	12.1	1.2	241	21.2	10.0	10.6	12.8	92.9
Keya Paha	14.5	1.4	407	27.3	10.7	9.9	15.9	93.4
McPherson	10.8	1.4	173	32.4	7.9	7.8	8.0	86.7
Sioux	9.5	1.3	362	18.2	7.5	7.0	13.2	88.7
North Dakota, total State.	44.6	2.6	126,848	24.2	17.2	-	-	92.6
Selected counties, total.	17.2	1.4	4,012	16.0	12.7	12.4	15.2	92.2
Billings.	12.1	1.3	291	12.4	9.7	10.2	7.2	95.2
Dunn.	20.3	1.5	1,479	19.1	13.6	13.0	16.6	91.8
Oliver.	15.9	1.2	669	11.1	12.9	12.1	24.7	89.4
Sheridan.	19.2	1.4	1,191	18.2	14.0	14.3	14.5	94.0
Slope	11.9	1.3	382	7.9	9.6	9.3	15.0	91.4

Table 2.- Size of School, Enrollment, and Attendance in 101 Most Rural Counties, by Region and State: 1955-56 (Cont.)

Region[1] and State	Size of school[2]		Enrollment		Enrollment[3]			Percent A.D.A. is of enrollment
	Average enrollment	Average instructional staff[4]	Total	Percent in grades 9-12	Per member of instructional staff	Per classroom		
						Elementary	Secondary	
1	2	3	4	5	6	7	8	9
South Dakota, total State	37.8	2.1	137,063	23.7	17.6	-	-	87.2
Selected counties, total	18.6	1.4	3,122	23.3	13.5	13.4	15.1	87.4
Campbell	17.2	1.3	807	23.2	12.8	11.9	18.7	79.9
Hanson	19.9	1.1	974	27.6	17.4	19.6	14.2	93.2
Harding	22.6	1.9	430	16.3	11.6	11.3	17.5	87.0
Sully	17.5	1.5	526	26.2	11.7	11.8	12.5	91.6
Ziebach	16.7	1.3	385	16.4	12.4	12.4	15.8	83.4
ROCKY MOUNTAIN								
Colorado, total State	101.7	4.5	302,384	21.4	22.5	-	-	91.0
Selected counties, total	45.3	3.2	2,267	26.9	14.3	15.9	11.7	95.5
Kiowa	73.6	5.1	736	31.8	14.4	17.3	10.6	94.8
Washington	38.3	2.7	1,531	24.6	14.3	15.4	12.5	95.9
Montana, total State	103.6	5.3	128,358	24.4	19.5	-	-	90.5
Selected counties, total	20.2	1.6	2,773	21.1	12.3	11.8	17.8	92.0
Carter	24.6	2.3	615	20.0	10.8	10.3	17.6	90.7
Garfield	12.9	1.3	466	22.1	9.9	9.1	17.2	92.5
McCone	25.7	1.6	746	21.7	15.9	15.4	20.3	93.7
Powder River	15.5	1.3	513	22.4	11.7	11.1	19.2	91.8
Wibaux	30.9	2.1	433	19.2	14.4	14.6	13.8	90.8
SOUTHWEST								
Oklahoma, total State	153.1	6.0	502,349	25.6	25.3	-	-	90.2
Selected counties, total	76.3	3.5	11,672	27.1	21.8	24.3	18.4	90.0
Adair	71.8	3.2	3,803	25.4	22.8	23.1	23.4	89.7
Beaver	65.5	4.1	1,375	26.9	16.0	18.6	12.3	92.1
Delaware	93.2	3.9	3,728	28.9	24.2	31.6	16.3	86.9
Love	71.9	3.3	1,725	26.6	21.6	22.6	20.4	94.9
Roger Mills	69.4	3.3	1,041	28.4	21.2	21.9	19.7	91.5
Texas, total State	301.2	11.2	1,760,234	21.2	26.8	-	-	86.7
Selected counties, total	134.1	6.5	2,950	22.0	20.8	25.6	13.5	88.3
Borden*	99.0	9.5	198	19.7	10.4	15.9	4.3	93.9
Castro	219.6	9.1	1,757	21.8	24.1	29.2	16.7	87.9
Kenedy*	47.0	2.5	94	0	18.8	18.8	0	95.7
King	39.5	2.5	158	25.3	15.8	16.9	13.3	82.3
Rains	123.8	5.8	743	25.3	21.2	26.4	14.5	88.2

1/ Three regions - New England, Mideast, and Far West - had no counties which met "most rural" criteria.
2/ Data in col. 2 were derived by dividing total enrollment by total number of schools; those for col. 3 by dividing total instructional staff by total number of schools. Each elementary and secondary school organization was counted as a school, even though both may be housed in one building.
3/ Kindergarten enrollment and staff excluded from these ratios.
4/ Instructional staff includes supervisors, principals, classroom teachers, and other instructional staff.
5/ Source of all total State data: Advance data from Chapter 2, Statistics of State School Systems, Biennial Survey of Education in the United States, 1955-56. Figures are tentative and subject to revision.
6/ These counties were in reorganization from multiple-district to county-unit system during period of survey.

Table 3.--Revenue Receipts, Average Salaries, and Current Expenditures Per Pupil in 101 Most Rural Counties, by Region and State: 1955-56

Region[1] and State	Revenue receipts by source (percent of total)		Average salaries of instructional staff		Current expenditures per pupil in average daily attendance		
	Federal and State	County and local	Total staff[2]	Classroom teachers	Six major accounts[3]	Instruction	Transportation
1	2	3	4	5	6	7	8
Total for 24 States[4]	50.1	49.9	$3,719	-	$250	$170	$13
Total for 101 Counties . . .	64.2	35.8	2,933	$2,866	211	145	26
UPPER SOUTH							
Kentucky, total State . . .	44.3	55.7	2,698	-	168	112	12
Selected counties, total .	75.3	24.7	1,833	1,782	129	89	15
Casey*	67.5	32.5	1,906	1,886	124	92	13
Elliott*	85.0	15.0	1,848	1,783	123	83	16
Metcalfe*	66.0	34.0	1,676	1,614	143	86	25
Owsley*	81.7	18.3	1,823	1,680	121	85	11
Wolfe*	86.9	13.1	1,819	1,784	139	94	12
Tennessee, total State . .	66.1	33.9	3,156	-	189	128	11
Selected counties, total .	88.5	11.5	2,287	2,226	138	100	18
Fayette*	85.5	14.5	2,423	2,381	124	97	12
Hancock*	92.3	7.7	2,095	2,052	131	95	22
Jackson*	88.3	11.7	2,440	2,350	169	116	24
Pickett*	95.9	4.1	2,210	2,118	162	112	18
Union*	87.4	12.6	1,976	1,908	139	89	22
Virginia, total State . . .	49.2	50.8	3,422	-	215	154	12
Selected counties, total .	63.9	36.1	2,890	2,800	172	122	23
Charlotte*	63.2	36.8	2,749	2,669	174	122	21
Floyd*	63.3	36.7	2,803	2,734	181	130	23
Greene*	65.3	34.7	2,710	2,692	155	108	25
Madison*	58.4	41.6	3,151	2,997	190	123	35
Patrick*	68.1	31.9	3,038	2,936	162	120	18
West Virginia, total State.	64.1	35.9	3,112	-	197	129	12
Selected counties, total .	81.3	18.7	2,772	2,650	185	133	21
Braxton*	81.0	19.0	2,713	2,657	184	135	14
Calhoun*	79.4	20.6	2,735	2,631	193	137	21
Monroe*	80.8	19.2	2,954	2,763	183	135	22
Pendleton*	83.6	16.4	2,872	2,740	175	120	27
Wirt*	83.0	17.0	2,478	2,255	195	133	30
LOWER SOUTH							
Alabama, total State	80.5	19.5	3,350	-	183	136	10
Selected counties, total .	91.4	8.6	3,087	3,030	181	142	19
Cherokee*	87.1	12.9	3,166	3,103	175	133	20
Greene*	89.9	10.1	3,184	3,146	191	150	21
Lamar*	91.6	8.4	3,113	3,056	201	148	28
Lowndes*	93.0	7.0	2,921	2,870	180	143	14
Wilcox*	94.2	5.8	3,085	3,018	168	138	14

*Indicates county unit. See footnotes at end of this table.

Table 3.--Revenue Receipts, Average Salaries, and Current Expenditures Per Pupil in 101 Most Rural Counties, by Region and State: 1955-56 (Cont.)

Region 1/ and State	Revenue receipts by source (percent of total)		Average salaries of instructional staff		Current expenditures per pupil in average daily attendance		
	Federal and State	County and local	Total staff 2/	Classroom teachers	Six major accounts 3/	Instruction	Transportation
1	2	3	4	5	6	7	8
Arkansas, total State	53.5	46.5	2,378	-	160	98	13
Selected counties, total	72.3	27.7	1,953	1,906	128	82	24
Fulton	71.0	29.0	2,118	2,118	135	88	27
Lincoln	64.1	35.9	2,095	2,013	136	94	18
Madison	76.1	23.9	1,738	1,715	110	65	27
Newton	84.0	16.0	1,715	1,659	123	73	32
Sharp	75.1	24.9	2,000	1,959	135	87	24
Florida, total State	58.5	41.5	4,150	-	259	194	9
Selected counties, total	88.0	12.0	3,604	3,526	259	194	25
Gilchrist*	85.3	14.7	3,572	3,463	323	221	34
Holmes*	89.0	11.0	3,614	3,545	242	187	22
Georgia, total State	77.6	22.4	3,170	-	197	138	15
Selected counties, total	91.3	8.7	2,896	2,829	193	131	32
Baker*	89.5	10.5	2,821	2,778	215	156	34
Dawson*	90.2	9.8	2,820	2,697	210	119	45
Forsyth*	89.2	10.8	2,708	2,708	161	104	30
Towns*	94.7	5.3	2,949	2,889	203	140	26
Union*	93.9	6.1	3,217	3,074	212	148	31
Louisiana, total State	68.8	31.2	3,907	-	289	171	24
Selected counties, total	85.3	14.7	3,884	3,748	273	173	48
Catahoula*	84.2	15.8	3,972	3,831	287	183	50
Red River*	84.0	16.0	3,999	3,844	279	177	46
St. Helena*	87.1	12.9	3,796	3,686	318	192	64
Tensas*	88.3	11.7	3,619	3,490	222	138	43
West Carroll*	84.0	16.0	3,977	3,832	272	180	42
Mississippi, total State	61.7	38.3	2,436	-	151	100	13
Selected counties, total	55.5	44.5	2,181	2,098	129	86	16
Benton 5/	64.6	35.4	2,365	2,261	160	98	30
DeSoto 5/	55.1	44.9	2,209	2,141	126	83	12
Issaquena 5/	46.0	54.0	2,050	2,031	134	85	20
Tunica 5/	36.7	63.3	1,949	1,889	114	77	14
Walthall	68.9	31.1	2,287	2,175	132	93	16
North Carolina, total State	75.1	24.9	3,400	-	190	136	6
Selected counties, total	82.5	17.5	3,213	3,112	165	126	14
Alleghany*	79.9	20.1	3,225	3,063	174	124	21
Ashe*	90.7	9.3	3,132	3,026	156	121	13
Caswell*	71.4	28.6	3,105	3,001	158	125	11
Greene*	87.4	12.6	3,454	3,393	177	138	17
Stokes*	84.6	15.4	3,168	3,047	167	124	14
GREAT LAKES							
Indiana, total State	36.2	63.8	4,426	-	291	196	19
Selected counties, total	57.7	42.3	3,410	3,398	251	138	53
Crawford	64.9	35.1	3,171	3,161	226	124	51
Harrison	56.4	43.6	3,416	3,408	253	137	46
Switzerland	53.0	47.0	3,695	3,677	279	159	77

Table 3.—Revenue Receipts, Average Salaries, and Current Expenditures Per Pupil in 101 Most Rural Counties, by Region and State: 1955-56 (Cont.)

Region[1] and State	Revenue receipts by source (percent of total)		Average salaries of instructional staff		Current expenditures per pupil in average daily attendance		
	Federal and State	County and local	Total staff[2]	Classroom teachers	Six major accounts[3]	Instruction	Transportation
1	2	3	4	5	6	7	8
GREAT LAKES (Cont.)							
Michigan, total State	50.2	49.8	$4,711	-	$347	$230	$12
Selected counties, total	63.1	36.9	3,784	$3,686	285	190	32
Missaukee	72.3	27.7	3,448	3,402	264	168	32
Sanilac	61.2	38.8	3,827	3,749	290	196	32
Ohio, total State	27.5	72.5	4,337	-	283	189	9
Selected county, total	40.8	59.2	3,514	3,489	223	158	23
Holmes	40.8	59.2	3,514	3,489	223	158	23
PLAINS							
Kansas, total State	6/ 33.0	6/ 67.0	3,673	-	267	204	16
Selected county, total	6/ 17.6	6/ 82.4	3,240	3,130	386	286	24
Hodgeman	17.6	82.4	3,240	3,130	386	286	24
Minnesota, total State	43.6	56.4	4,101	-	319	209	26
Selected counties, total	44.0	56.0	3,177	3,116	316	192	38
Kanabec	45.4	54.6	3,195	3,087	305	180	42
Lincoln	37.8	62.2	3,039	2,982	309	192	34
Marshall	39.6	60.4	2,946	2,904	366	204	51
Murray	33.6	66.4	3,671	3,650	314	231	20
Pine	59.0	41.0	3,190	3,102	286	168	48
Missouri, total State	41.4	58.6	3,520	-	261	175	16
Selected counties, total	58.9	41.1	2,492	2,456	205	130	30
Bollinger	59.1	40.9	2,518	2,449	204	117	30
Dallas	55.2	44.8	2,458	2,430	219	132	33
Douglas	67.0	33.0	2,188	2,171	172	120	21
Hickory	45.6	54.4	2,522	2,421	265	156	44
Ozark	62.8	37.2	2,830	2,830	199	142	30
Nebraska, total State	13.0	87.0	3,171	-	278	195	9
Selected counties, total	9.2	90.8	2,493	2,429	473	336	26
Arthur	7.4	92.6	2,656	2,591	532	392	32
Banner*	9.3	90.7	2,913	2,864	531	337	36
Keya Paha	9.3	90.7	2,310	2,245	352	253	17
McPherson	9.0	91.0	2,332	2,332	513	361	39
Sioux	9.9	90.1	2,442	2,344	530	394	23
North Dakota, total State	32.7	67.3	2,927	-	294	194	15
Selected counties, total	29.9	70.1	2,384	2,384	289	216	14
Billings	12.5	87.5	2,504	2,504	408	287	46
Dunn	30.1	69.9	2,515	2,515	287	217	13
Oliver	28.8	71.2	1,968	1,968	237	182	9
Sheridan	36.3	63.7	2,535	2,535	272	200	12
Slope	21.3	78.7	2,166	2,166	347	263	11

Table 3.--Revenue Receipts, Average Salaries, and Current Expenditures Per Pupil in 101 Most Rural Counties, by Region and State: 1955-56 (Cont.)

Region[1] and State	Revenue receipts by source (percent of total)		Average salaries of instructional staff		Current expenditures per pupil in average daily attendance		
	Federal and State	County and local	Total staff[2]	Classroom teachers	Six major accounts[3]	Instruction	Transportation
1	2	3	4	5	6	7	8
South Dakota, total State	18.7	81.3	2,743	-	309	208	14
Selected counties, total	9.8	90.2	2,687	2,656	358	247	31
Campbell	9.2	90.8	2,541	2,517	353	273	16
Marson	9.8	90.2	2,816	2,793	293	185	35
Harding	7.8	92.2	2,557	2,509	398	274	44
Sully	8.1	91.9	2,962	2,933	440	297	30
Ziebach	17.0	83.0	2,506	2,451	383	264	32
ROCKY MOUNTAIN							
Colorado, total State	24.9	75.1	3,954	-	310	208	11
Selected counties, total	8.8	91.2	3,208	3,155	408	252	55
Elbert	13.9	86.1	3,068	3,068	410	237	66
Washington	6.9	93.1	3,274	3,219	407	259	49
Montana, total State	30.6	69.4	3,600	-	349	223	25
Selected counties, total	30.2	69.8	3,089	3,041	418	293	38
Carter	33.6	66.4	2,814	2,775	428	299	39
Garfield	35.6	64.4	2,898	2,839	446	328	33
McCone	29.1	70.9	3,504	3,455	392	264	44
Powder River	26.9	73.1	3,100	3,021	443	314	32
Wibaux	25.1	74.9	3,235	3,235	390	274	35
SOUTHWEST							
Oklahoma, total State	50.8	49.2	3,703	-	245	164	14
Selected counties, total	63.5	36.5	3,377	3,370	266	182	28
Adair	84.1	15.9	3,330	3,322	229	174	14
Beaver	16.5	83.5	3,298	3,284	415	230	67
Delaware	84.6	15.4	3,551	3,549	235	174	23
Love	64.5	35.5	3,401	3,396	264	176	24
Roger Mills	51.9	48.1	3,093	3,093	310	187	46
Texas, total State	58.3	41.7	3,983	-	267	186	9
Selected counties, total	41.8	58.2	3,427	3,396	298	196	22
Borden*	6.4	93.6	4,089	4,046	835	459	104
Castro	48.3	51.7	3,412	3,360	251	171	9
Kenedy*	50.5	49.5	2,200	2,200	209	127	12
King	23.1	76.9	3,460	3,460	523	270	91
Rains	80.1	19.9	3,263	3,241	232	176	18

1/ Three regions - New England, Mideast, and Far West - had no counties which met "most rural" criteria.
2/ Includes supervisors, principals, classroom teachers and other instructional staff.
3/ Total current expenditures allocated to per pupil cost.
4/ Source of all total State data: Advance data from Chapter 2, Statistics of State School Systems, Biennial Survey of Education in the United States, 1955-56. Figures are tentative and subject to revision.
5/ These counties were in reorganization from multiple-district to county-unit system during period of survey.
6/ Partially estimated.

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